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ABSTRACT

The module provides training information for school bus drivers who interact with emotionally handicapped (EH) students. An initial description of characteristics of EH students and support staff responsibilities is followed by a discussion of transportation services for handicapped students. The development of a behavior management plan with four components (assessment, planning, implementation, evaluation) is seen as providing a structured, consistent, positive way to teach appropriate student behaviors. Following behavioral assessments, planning for behavior management intervention includes general suggestions for handling incidents (e.g., maintain composure, start each day with a clean slate). Among suggestions for preventive planning are selection of clothing and accessories that permit rapid, unencumbered movement, wearing short hair, and keeping items of high personal value away from the bus. Strategies for behavior management, including suggested bus rules for students, are outlined, and steps in the implementation of the behavior management plan (verbal warning, change of seating assignment, written report) are described. Five overheads supplement the material presented, and eight handouts include self-evaluation checklists, sample reports of bus incidents and individual student behavior, and a tip sheet for relating to the EH student in a positive manner. (JW)

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TRAINING MODULE FOR BUS DRIVERS WORKING WITH EMOTIONALLY HANDICAPPED STUDENTS

Division of Special Education
Indiana Department of Education

Indiana Committee on the Emotionally Handicapped
Shirley J. Amond, Chairperson

June 1987

EC 212261

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ACKNOWLEDGMENTS

Under the leadership of the Indiana State Advisory Council on the Education of Handicapped Children and Youth, the Indiana Committee on the Emotionally Handicapped has continued its efforts to resolve those issues which inhibit the development of programs for seriously emotionally handicapped students.

This publication is the result of the cooperative efforts of many individuals. Those individuals have contributed time and shared their expertise toward the completion of this activity.

To all those who served on the committee, a special note of thanks is expressed. The sharing of information and personal skills in the research, writing, and editing of this publication is deeply appreciated.

The committee members wish specifically to recognize the staff of the Indiana Special Education Administrators' Services, Dr. William R. Littlejohn, Director, and Connie Cutter and Linda Wolf, support personnel, for their dedicated efforts on behalf of the project. Their contributions have been invaluable.

When people think about special education and handicapped students, they often think about those students whose disabilities are visible. However, students with emotional handicaps (EH) have problems which are often not visible.

The students with emotional handicaps come to our attention because they demonstrate behaviors that are excessive and significantly different from their peers. While each student has different strengths and weaknesses, there are some characteristics they all share. (Use overhead #1 when presenting these characteristics.)

One characteristic an EH student exhibits is an inability to learn which cannot be explained by intellectual, sensory, or health factors. The inability to learn is not because they are mentally handicapped or have other disabilities, such as deafness, blindness, or physical handicaps. Emotionally handicapped students generally have average to above average intelligence, but are not achieving academically to their potential in the classroom. They may be below grade level in academic skills, have short attention spans, be unable to concentrate, have a poor memory, be careless and disorganized, and seek excessive amounts of attention.

Another characteristic of the EH student is the inability to build or maintain satisfactory interpersonal relationships with peers and teachers. The student may not be able to develop close friendships or have the ability to work and play cooperatively with others. They lack the ability to demonstrate sharing and making appropriate choices for social interaction. Examples of this behavior are students feeling persecuted and threatened by others. They may also repeatedly annoy others while feeling no remorse or guilt. Difficulties with authority (you are an authority figure) is also frequently noted. They resist rules, resent advice or constructive criticism, insist on having their own way, and are unwilling to compromise.

A third characteristic of the EH student is inappropriate types of behavior or feelings under normal circumstances. These feelings may be exhibited as obsessive-compulsive behavior such as constantly erasing or recopying work. They cannot accept change of activities or persistent repetition of activities or acts. These students may engage in magical thinking, excessive fantasizing or delusions about their abilities and may misinterpret situations. Sexual behavior may be inappropriate. Preoccupation with sex, exhibitionism, and public masturbation have been noted. Students may exhibit temper tantrums, explosive uncontrolled anger, and may be easily provoked. Students may harm others physically and destroy property without thinking about the consequences.

A fourth characteristic may be a general pervasive mood of unhappiness or depression. Students who are depressed may exhibit a loss of interest in usual past-times, loss of appetite, low energy level, fatigue, insomnia, social withdrawal, and/or suicidal tendencies. They may be physically abusive. Students may refuse to take a bath or complete everyday self-care activities.

The fifth characteristic of the EH student is a tendency to develop physical symptoms or fears associated with personal or school problems. These fears may be exhibited as nightmares, refusal to go to bed, unrealistic fear of possible harm, physical symptoms or complaints

(headaches, stomachaches). They may also worry excessively about future events, lack self-confidence, become excessively dependent on adults, and become easily frustrated when they fail at a task.

The preceding characteristics describe a wide range of behaviors which may be seen in a student with emotional handicaps. Emotionally handicapped students will not have all of the characteristics discussed, but typically may demonstrate several types of the behavioral difficulties.

The emotionally handicapped student may participate in special classes from one hour per week to as much as all day every day of the week. The decision on the type of classroom assignment is made at a school conference. The conference is called a case conference and members of the Case Conference Committee include: student's parent or guardian, school administrator, and the special education teacher. The Case Conference Committee may also include bus drivers, teachers aides, the student and other support staff.

At the conference the student's academic, emotional and behavioral functioning will be discussed. A plan will be developed at the conference which outlines the activities in which the student may participate. The behavior management plan is discussed and outlined. This plan is referred to as the Individualized Education Program (IEP). (May provide sample IEP for discussion.)

The student and parents have a legal right to limit information being provided to people outside the school community. The confidentiality policy of the individual school corporation determines which personnel have access to a student's educational records. Support staff must not discuss student behaviors, problems, or records with others. Support staff may be asked or required to keep records on student behavior. Written reports must:

1) Be written legibly.
2) Be written in detail.
3) Note the date and time of incident.
4) Include statements of facts about the incident and the student's behavior or condition.
5) List steps taken to manage the student behavior prior to the incident.
6) Be provided to your supervisor (keep a copy for yourself).

The EH classroom is designed to increase the student's academic and behavioral skills. This includes teaching the student to solve problems, how to improve their self-concept and how to relate appropriately to adults and peers. Support personnel such as bus drivers, secretaries, cafeteria workers, and custodians do provide services to the student. Other support personnel may include professionals from the Welfare Department, the Juvenile Courts and Community Mental Health Centers. These support personnel are a very important part of the student's total program.

The student interacts with many people during the day. Each of you have an opportunity to impact on the student outside of the classroom. Learning how to communicate effectively and manage student behavior is an important part of your contact with the student. Building self-esteem in students is an important factor in communications with the student. We have a self-esteem criteria scale for you to complete. (Use Handout #1.) The self-esteem criteria scale provides an opportunity to see how you can build student self-esteem. These handouts are for your personal use and will not be collected.

Support staff responsibilities may include the implementation of the student's IEP. Support staff must communicate with parents and school personnel, help collect data and be professional in carrying out their roles. Support staff provide positive reinforcement for behavior management. Specific responsibilities for the support staff will be dependent upon their job description and their level of involvement with the student. Positive communications with the parents are also very important.

While many handicapped students use the same transportation services available for nonhandicapped students, the fact remains that other handicapped students require specialized transportation services. Transportation personnel are instrumental in providing students who have special needs with assistance in order to receive special education. Drivers and bus aides are service providers to the same extent as psychologists, audiologists, occupational therapists, physical therapists, and other professionals providing support services in addition to classroom instruction. When the bus driver provides services to the student they react and communicate based upon their own self-image. In order for you to assess your self-image, we have a a checklist of questions for you to complete. (Use Handout #2, Check Out Your Self-Image.)

Since transportation of handicapped students is visible to the public and receives attention from school board members, community leaders, administrators, and parents, each school system should have adequate written procedures pertaining to special federal and state requirements regarding handicapped students. Some of the major questions and topics on which school systems should focus are:

1) Do the school system's transportation procedures for handicapped students comply with state and federal requirements?

2) Does the school system have written procedures which addresses:

   a) IEP development and management,
   b) Transportation cost to parents or guardians,
   c) Length of the ride,
   d) Pickup and drop-off procedures,
   e) Disciplinary action and suspension of handicapped students,
   f) Safety considerations,
   g) Vehicle choice,
   h) Assistive devices,
   i) First aid training,
   j) Emergency evacuation drills, and
   k) Personnel training.

Transportation of the handicapped is a key factor in access to special education. The emotionally handicapped student may exhibit behavior(s) which are disturbing to other students and may interfere with a safe bus ride. One of the ways to assist seriously emotionally handicapped students is to help them change their behavior. This can be accomplished by the development of a behavior management plan. This process provides a structured, consistent, positive environment (way) to teach appropriate behaviors and replace existing inappropriate ones. The bus driver's own state of well-being, knowledge of handicapping conditions, and positive attitude will influence the process.

The behavior management plan has four components:

I. Assessment
II. Planning for Behavior Management Intervention
III. Implementation of the Behavior Management Plan
IV. Evaluation

I. Assessment

Behavioral assessment should be made to examine the specific behaviors of the students which need to be changed or controlled. Factors to be considered for the behavior management plan include:

-- student's experiences and family expectations for behavior (social/cultural);
-- students' ability to control the situation (self-control);
-- student's preference, dislikes, perceptions (motivational);
-- student's mental and physical age level (developmental);

II. Planning for Behavior Management Intervention

(When presenting this, use overheard #2.)

A. General Suggestions

1) Maintain composure at all times.
2) Be consistent and fair.
3) Communicate with student, parents, teachers, principals, and director of transportation.
4) Be positive.
5) Be ethical (confidentiality).
6) Don't embarrass students.
7) Don't personalize the incident.
8) Record the incident exactly as it happens -- don't interpret.
9) Don't threaten.
10) Start each day with a clean slate - (don't hold grudge).
11) Know when help is needed.

B. Preventive Planning

(When presenting this, use overhead #3.)

Preventive planning requires the following:

* Dress appropriately for working with behavior-problem students. Select clothing and accessories that permit rapid, unencumbered movement.

-- Do not wear tight slacks, tight skirts, high-heeled shoes, sandals, or shoes with very thick soles (these hinder movement and balance, important elements of efficient action).

-- Do wear low-heeled shoes (running shoes are a good choice), loose-fitting slacks and shirts.

-- Do not wear dangling or hoop earrings, necklaces or neck chains, neckties (unless they clip on and off), and rings with sharp edges or large settings. Such items may be used to harm you or may accidentally hurt the student.

* Select a hairstyle or cut that is difficult to get hold of. Beards should be cropped close to the face. Long hair should be braided and knotted close to the head.

* Keep items of high personal value away from the bus. Should a treasured object become broken, torn, or soiled as the result of a student's actions, you may lose your ability to remain calm and to deal effectively with the situation.

* Use sound behavior management practices; for example:

  -- Be sure transportation data card is complete and up-to-date (See handout #3) -- Be totally prepared for each day's activities
  -- Provide consistency and structure (not rigidity)

C. Strategies for specific behavior management

(When presenting this, use overhead #4.)

Decide what the rules for student behavior will be on the bus.

Suggested rules:

1. Follow directions first time they are given.
2. Stay in assigned seat.
3. Keep hands, feet and all belongings in the bus.
4. Don't touch other students.
5. Speak in a normal voice without swearing.
6. Be on time at the bus.
7. No eating or drinking on the bus.

Post the rules in the bus; go over the rules with the students verbally and give them a copy. Remind students of the rules as you feel necessary. The school administrator should assume the responsibility for sending the bus rules to the parents.

D. Suggestions for dealing with incidents or behaviors.

(When presenting this, use overhead #5).

Behavior	Suggestions
1. General noncompliance	-- Verbally reinforce students who stay in the seat; -- Conference privately with student about the behavior; -- Conference with teacher and principal; -- Conference with parent.

2. Verbal and Physical Aggression
   - -- Change seat assignment;
   - -- Touch the student if it is appropriate considering the age, sex, size and severity of the behavior;
   - -- Talk softly but firmly;
   - -- Contact teacher, school administrator and parents;
   - -- Ignore behaviors if possible.

Obtain a copy of the policy and procedure for suspension of bus privileges.

III. Implementation of the Behavior Management Plan

A) Verbal warning.
B) Change of seating assignment.
C) Written report of incident provided to principal and he/she meets with student.
D) Written report of incident provided to principal and conference called by the principal.
E) Referral to school administration for consideration of alternatives to denial of bus privileges following consultation with parents and school personnel. The school administrator may select from the following options:

1) Detention
2) In school suspension
3) Privileges suspended
4) Assigned to different bus
5) Use other transportation

* Handout #4 is an example of a bus report for monitoring daily behavior. Handouts #5 and #6 are sample forms for writing up a behavioral incident.

IV. Evaluation

Behavior management plans may require adjustments - and when successful, continued use.

In evaluating the plan:

1. Did the plan change the student's behavior?
2. If not, what modifications are necessary?

Additional Comments

Remember you are one individual with several students who have emotional problems. Behavior is often difficult to change or control even in nonhandicapped individuals. Be sure and give the behavior plan an opportunity to work. Behavior plans need several days of consistent application to bring about changes in student behavior.

Comments to the Presenter:

In some EH classrooms teachers use a variety of worksheets to learn about each student's family, his/her attitudes, likes, and dislikes.

If this is done in the corporation, the teacher may want to share some of these completed worksheets with the bus driver so he/she can learn more about the students being transported. The special class teacher may want to invite the bus driver to visit the classroom when the students are doing this activity. Samples of these kinds of activity sheets are included in the Appendix.

There is a tipsheet for bus drivers which will provide them with some reminders about dealing with emotionally handicapped students. There also is a handout on suggestions for handling behaviors that was developed by Nick Seta, juvenile probation officer in Cincinnati. (Use Handouts #7 and #8.) At this time we will review the tipsheet and answer any questions that may arise.

OVERHEADS

OVERHEAD #1

Examples of behaviors which are characteristic of emotionally handicapped child.

GENERAL NONCOMPLIANCE
- Being late
- Will not follow directions
- Will not remain in assigned seat

PHYSICAL AGGRESSION
- Kicking
- Hitting
- Biting
- Spitting
- Throwing objects
- Destruction of property
- Self-abusive behavior

VERBAL AGGRESSION
- Swearing
- Verbal threats
- Name calling
- Teasing

ATTENTION SEEKING BEHAVIORS
- Excessive talking
- Obscene gestures
- Making faces
- Annoying noises
- Removing clothing

POOR SELF-CONCEPT
- Mood swings
- Under/over estimation of self-importance

INADEQUATE SOCIAL SKILLS
- Manipulation
- Hostility
- Relationships with others

OVERHEAD #2

General Suggestions

1) Maintain composure at all times.

2) Be CONSISTENT and fair.

3) Communicate with student, parents, teachers, principals, and director of transportation.

4) Be positive.

5) Be ethical (confidentiality).

6) Don't embarrass students.

7) Don't personalize the incident.

8) Record the incident exactly as it happens -- don't interpret.

9) Don't threaten.

10) Start each day with a clean slate - (don't hold grudge).

11) Know when help is needed.

OVERHEAD #3

Preventive Planning

Preventive planning requires the following:

* Dress appropriately for working with behavior-problem students. Select clothing and accessories that permit rapid, unencumbered movement.

  -- Do not wear tight slacks, tight skirts, high-heeled shoes, sandals, or shoes with very thick soles (these hinder movement and balance, important elements of efficient action).

  -- Do wear low-heeled shoes (running shoes are a good choice), loose-fitting slacks and shirts.

  -- Do not wear dangling or hoop earrings, necklaces or neck chains, neckties (unless they clip on and off), and rings with sharp edges or large settings. Such items may be used to harm you or may accidentally hurt the student.

* Select a hairstyle or cut that is difficult to get hold of. Beards should be cropped close to the face. Long hair should be braided and knotted close to the head.

* Keep items of high personal value away from the bus. Should a treasured object become broken, torn, or soiled as the result of a student's actions, you may lose your ability to remain calm and to deal effectively with the situation.

* Use sound behavior management practices; for example:

  -- Be sure transportation data card is complete and up-to-date (See Handout #3.)

  -- Be totally prepared for each day's activities

  -- Provide CONSISTENCY and structure (not rigidity)

16

OVERHEAD #4

Strategies for Specific Behavior Management

Decide what the rules for student behavior will be on the bus.

Suggested rules:

1. Follow directions first time they are given.

2. Stay in assigned seat.

3. Keep hands, feet and all belongings in the bus.

4. Don't touch other students.

5. Speak in a normal voice without swearing.

6. Be on time at the bus.

7. No eating or drinking on the bus.

Post the rules in the bus; go over the rules with the students verbally and give them a copy. Remind the student of the rules as you feel necessary. The school administrator should assume the responsibility for sending the bus rules to the parents.

OVERHEAD #5

Suggestions for dealing with incidents or behaviors

Behavior	Suggestions
1. General noncompliance	-- Verbally reinforce students who stay in the seat;
	-- Conference privately with student about the behavior;
	-- Conference with teacher and principal;
	-- Conference with parent.
2. Verbal and Physical Aggression	-- Change seat assignment;
	-- Touch the student if it is appropriate considering the age, sex, size and severity of the behavior;
	-- Talk softly but firmly;
	-- Contact teacher, school administrator and parents;
	-- Ignore behaviors if possible.

Obtain a copy of the policy and procedure for suspension of bus privileges.

HANDOUTS

HANDOUT #1

A Criteria Scale for Building
Self-Esteem in Students

	Always	Usually	Sometimes	Seldom	Never
1. I learn students' names at the beginning of school and call them by name often.	1	2	3	4	5
2. I am courteous with the students.	1	2	3	4	5
3. I find time to speak to students individually and alone.	1	2	3	4	5
4. I find out what students value as important and use that as a springboard for discussions with them.	1	2	3	4	5
5. I put forth a concerted effort to spend time with all students.	1	2	3	4	5
6. I look for students who appear in need of "special" attention.	1	2	3	4	5
7. I let students know I miss them when they are not in school.	1	2	3	4	5
8. I share my feelings with students.	1	2	3	4	5
9. I encourage students to have new positive experiences.	1	2	3	4	5
10. I encourage students to do their "personal bests" and discourage unnecessary competition.	1	2	3	4	5
11. I do not allow a student's mistakes to be considered a "personal failure."	1	2	3	4	5
12. I am enthusiastic with students.	1	2	3	4	5
13. I avoid showing favoritism.	1	2	3	4	5
14. I let students know exactly what is expected of them on my bus.	1	2	3	4	5
15. I encourage all students to ask questions.	1	2	3	4	5
16. I am always prepared and on time.	1	2	3	4	5
17. I allow students to make some mistakes without criticism.	1	2	3	4	5
18. I give positive comments of encouragement about good behavior.	1	2	3	4	5
19. I make a special effort to praise students when appropriate.	1	2	3	4	5
20. I put forth a special effort to help "slow" students.	1	2	3	4	5
21. I create situations in which needy students can experience "success."	1	2	3	4	5
22. I create an environment that demonstrates a concern for individual growth and development.	1	2	3	4	5
23. I listen attentively to all students.					
24. I never ridicule or embarrass students.	1	2	3	4	5
25. I look for positive attributes in students and comment on them specifically.	1	2	3	4	5

Total
(The sum of all numbers circled) ☐

The lower the score, the better the bus driver is in building self-esteem. The lowest possible score is 25. A score greater than 25 indicates areas for improving. A very high score would indicate severe problems in your ability to build up or see the good in others.

25 35 45 55 65 75 85 95 105 115 125

Positive Behavior Encouraged — Negative Behavior Encouraged

HANDOUT #2

CHECK OUT YOUR SELF-IMAGE

Check one response for each question.

	YES	SOMETIMES	NO
Do You			
1. give sincere compliments?	_____	_____	_____
2. look for good in other people?	_____	_____	_____
3. help other people?	_____	_____	_____
4. follow directions?	_____	_____	_____
5. encourage other people?	_____	_____	_____
6. demand too much from othes?	_____	_____	_____
7. make fun of others?	_____	_____	_____
8. fight back when insulted?	_____	_____	_____
9. become resentful?	_____	_____	_____
10. have difficulty making friends?	_____	_____	_____
Are You			
11. friendly?	_____	_____	_____
12. selfish?	_____	_____	_____

HANDOUT #3
SAMPLES

Student's Name_____ Birthdate_____

Parent's Name_____ Phone_____

Address_____

Physician's Name_____ Phone_____

Handicapping Condition_____

_____

Current Medication & Dosage_____

_____

Allergies_____

_____

Seizure History_____

_____

Behavior Problems (if any)_____

_____

_____

Special Transportation Information_____

_____

_____

Photo

Corporation

****

Student's Name_____ Birthdate_____ Phone_____

Address_____ Father's Name_____

Father's Occupation_____ Business Phone_____

Mother's Maiden Name_____ Occupation_____ Business Phone_____

IN CASE OF EMERGENCY AND THE PARENTS CANNOT BE REACHED, PLEASE CALL:

Name_____ Phone_____

The undersigned parent(s) or legal guardian of_____ does hereby grant and authorize the_____ and any employee thereof, to obtain at the expense of the undersigned, any medical services, including but not limited to x-ray examination, anesthetic, surgical treatment or any hospital service, for the above named student in the event said student suffers any illness or accident at a time when the undersigned cannot be contacted. It is my request that such treatment shall be rendered by our family doctor_____ or physician "on call" at the hospital emergency room. This medical consent is given in advance of treatment to encourage and authorize the school and employees and the named physician to exercise their judgement in the best interest of my child.

DATE:_____ PARENT OR GUARDIAN SIGNATURE_____

**Please complete and give to Bus Driver on FIRST DAY OF SCHOOL.

HANDOUT #4

BUS REPORT

Because emotionally handicapped students frequently exhibit behavior problems while on the bus, it is necessary to monitor their behavior coming to school and going home each day. The bus drivers are responsible for filling out the daily bus reports informing the teacher of appropriate and inappropriate behaviors. The points earned each day on the bus are added to points earned in classroom to determine the daily percentage. To encourage greater independence in older, more responsible students, the teacher should allow him/her to bring the report in from the bus driver each day. If he/she fails to get it to the teacher, the bus points earned for that day do not count.

BUS REPORT

NAME: _____ DATE: _____

RULES	MON.-A.M.	TUES.-A.M.	WED.-A.M.	THURS.-A.M.	FRI.-A.M.
1. Stay in seat at all times.					
2. Speak quietly.					
3. Keep hands, feet, objects to yourself.					
4. Use appropriate language.					
5. Follow directions given by bus driver.					
TOTAL:					
	MON.-P.M.	TUES.-P.M.	WED.-P.M.	THURS.-P.M.	FRI.-P.M.
1. Stay in seat at all times.					
2. Speak quietly.					
3. Keep hands, feet, objects to yourself.					
4. Use appropriate language.					
5. Follow directions given by bus driver.					
TOTAL:					
DAY'S TOTAL:					

WEEK'S TOTAL _____

HANDOUT #5

TRANSPORTATION DEPARTMENT

SPECIAL EDUCATION	STUDENT'S NAME_____	DATE OF INCIDENT_____
TRANSPORTATION INCIDENT	SCHOOL_____	TIME OF INCIDENT_____
AND INFORMATION REPORT	DRIVER'S NAME_____	BUS NUMBER_____

NOTICE TO PARENTS

1. The purpose of this report is to inform you of an incident involving the student on the school bus.

2. If you have any further questions, please feel free to contact the Director of Special Education at _____.

Driver's report of incident: _____

_____

_____

_____

Name of any witness: _____

Principal's report: _____

_____

_____

Recommendations & other data: _____

_____

_____

_____ _____ _____

Driver's Signature Administrator's Signature Date

White - Principal
Yellow - Transportation
Pink - Parent
Goldenrod - Director

HANDOUT #6

SCHOOL BUS INCIDENT REPORT TO PARENTS

Date_____19____

Dear Parents:

The purpose of this report is to inform you of a disciplinary incident involving the student on the school bus which may have jeopardized the safety and well-being of students.

You are urged to both appreciate the action taken by the driver and to cooperate with the corrective action initiated today by the school district.

_____has been cited for an infraction of the rules listed below:

INFRACTION:

_____Improper Boarding/Departing Procedures
_____Bringing Articles Aboard Bus of Injurious or Objectionable Nature
_____Failure to Remain Seated
_____Refusing to Obey Driver
_____Fighting/Pushing/Tripping
_____Hanging Out of Window
_____Throwing Objects In or Out of Bus
_____Lighting Matches/Smoking on Bus
_____Spitting/Littering
_____Unnecessary Noise
_____Tampering with Bus Equipment
_____Rude, Discourteous and Annoying Conduct
_____Destruction of Property
_____Other Behavior Relating to Safety, Well-Being and Respect for Others

SPECIFIC DETAILS:_____

_____

_____

Previous Warnings _____ Reported 1st Offense _____

Reported 2nd Offense_____ Reported 3rd Offense _____

DISCIPLINARY ACTION TO BE TAKEN_____

_____

_____

Bus riding is a privilege which may be revoked. Parents are urged to appreciate the disciplinary action taken and to discuss this to prevent further occurrence.

PARENT'S COPY_____
Authorized Signature Title

HANDOUT #7

TIPSHEET FOR BUS DRIVERS

1. Respect students as an individuals. Use their names. Be positive in communications.
2. Be very CONSISTENT.
3. Be friendly. Maintain a sense of humor.
4. Don't take negative comments personally.
5. Act instead of reacting to an inappropriate situation.
6. Communicate with your supervisor for ideas on how to handle problems before they become major problems.
7. Know your support systems in emergency situations - supervisors, principal, police.
8. Be patient. Allow time for students to adjust. Behaviors take time to change.
9. Don't hold a grudge. Remember, the students are here because they are emotionally handicapped.
10. Don't criticize or embarrass students in front of others. Don't threaten students.
11. Model appropriate behavior.
12. Follow through with promises, consequences, and rewards.
13. Don't make statements lightly; students remember.
14. Don't scream or yell at students. To get the students attention, use the radio or whistle, speak clearly, and make clear what you expect.
15. Ask about what is expected of students. Set your expectations accordingly.
16. Dress appropriately for working with students with behavior problems.
17. Use the behavior management plan which has been developed.
18. Find a way to reward yourself at the end of each day. RELAX!

HANDOUT #8

SUGGESTIONS FOR HANDLING SURFACE BEHAVIOR

THEY DO WORK!

1. KNOW YOUR PURPOSE, RIGHT AND RESPONSIBILITY . . .

   PURPOSE -- To direct and redirect the behavior of youngsters in a manner effective and comfortable to us as managers and healthy and productive for the children in our care.

   RIGHT -- This implies the very sensitive and personal right of guiding and controlling the behavior of other human beings - The "Right of Management."

   RESPONSIBILITY -- In exercising our Right of Management we must also accept the Responsibilities that are attached to that Right, namely: Reciprocal Dignity and Role Modeling.

2. HAVE A PHILOSOPHY . . .

   You are people who are involved in and influence the lives of others. As such people you must have a strong, personal philosophy about what you are doing. It must be a philosophy of which you are completely convinced . . . Our field is rampant with theories of how you should teach a kid, discipline a kid, motivate a kid, etc. If you are not strong in your own thoughts and feelings, you will end up following, floundering and frustrated; wondering why "people don't make up their minds," when you should be making up yours.

3. SOMETIMES IT'S BETTER NOT TO SEE OR HEAR . . .

   Planned ignoring is the ability to select which behavior to intervene with and which to ignore. You cannot interfere with all of your children's behavior and be effective. This technique permits the dissipation of tensions allowing youngsters to stop their own behavior (strolling, touching).

4. USE A SIGN, SOUND OR LOOK . . .

   In many instances a word or motion provides enough intervening support to enable youngsters to handle their impulses. Actions such as yelling, cursing, moving, etc., can be stopped by a simple sign, sound or look . . . So often we raise the roof when we only need to raise our eyebrows.

5. BE FAIR . . .

   If you do not witness an incident, handle all parties alike, ignore or give equal treatment.

   (BEWARE OF YOUR BIASES.)

6. BECOME ONE OF THEIR FANS . . .

Build your kids up by showing interest in their work, projects, play, etc. . . Exude praise and amazement over their accomplishments . . . Show excitement with them about their successes . . . They love phrases such as, "Did you do that by yourself?", "Is this really yours?", "When did you get that good?"

7. BE SPECIFIC, CONSISTENT, SIMPLE IN YOUR RULES . . . (SIMPLE, DIRECT AND CORRECT)

This is especially true with young children. Tell them what you want. Keep procedures simple and avoid vague rules. Complexity lends itself to confusion and leaves children with only one option - TO ACT OUT. Once your requests are known, maintain consistency . . . An organized house routine not only tells kids what is expected of them, but what they can expect in return. ISN'T THIS WHAT WE ALL WANT IN OUR JOBS?

8. SAVE YOUR THREATS . . .

We usually regret making them. We make them when we are angry. We say we're going to do things we cannot do, should not do or do not even want to do. More importantly threats move us from a position of power to one of no choice. We put the trigger into the hands of the youngsters.

9. USE THE POSITIVE RATHER THAN THE NEGATIVE . . .

Too often we violate this rule by ignoring youngsters until they misbehave, thus focusing their attention on incorrect behavior . . . Too often we use negative statements of control . . . We'll say "Take your feet off the chair," when we should say "Put your feet on the floor." Or we say "Stop leaving your coat on the chairs," instead of "Hang up your coat." Negative statements do not tell a youngster what to do. This sets us up for MALICIOUS OBEDIENCE!

10. BECOME AN ARTIST . . .

Managing and coordinating human behavior is pure art . . . Molding, guiding, and controlling human behavior is the most demanding of all the arts . . . Artists cause CHANGE and leave an IMPRINT. . . The three qualities essential to artistry are:

A) COMMITMENT	B) DEVELOPMENT/PROGRESS	C) ENDURANCE
1) Statement of Goal	1) Continuous Growth	1) Immortality
2) Self-Assessment	2) Ongoing Self-Assessment	2) Excellence

28

Source: Nick Seta, Juvenile Probation Officer, Cincinnati, Ohio

APPENDIX

Special Things About Me

My name is_____

My address is_____

_____

My phone number is_____ My birthday is_____

My age is_____ My parents' names are_____

My parents' address is_____

_____

The members of my family are_____

_____

My hobbies are_____

My favorite activities in which I am involved are_____

_____

My favorite subject at school is_____

When I grow up I want to be_____

_____

State an area which you would like your teacher to help you improve

_____

Student: Please complete this and then give it to your teacher

30

Good Feelings

Date:_____ **Name:**_____

I feel good at school when I_____

_____

I feel good during reading when I_____

_____

I feel good at lunchtime when I_____

_____

I feel good during math when I_____

_____

I feel good during playtime when I_____

_____

I feel good when I leave school if I_____

_____

I feel good at home when I_____

_____

Student: Please complete this and then give it to your teacher

Good Citizenship

Date:_____ **Name:**_____

	Usually	Sometimes	Not very often
I am honest, especially in little things.	☐	☐	☐
I am courteous, loyal and respectful to teachers, classmates and parents.	☐	☐	☐
I am attentive, quiet, industrious and responsive in class.	☐	☐	☐
I try to show good sportsmanship and to accept defeat without complaining.	☐	☐	☐
My teachers and classmates can depend on me to do what is expected.	☐	☐	☐
I work and play cheerfully with others.	☐	☐	☐
I attend school regularly.	☐	☐	☐
I return to the classroom promptly after gym, lunch, playground and art class.	☐	☐	☐
I take good care of my books, desk and other property in school and at home.	☐	☐	☐
I keep my promises.	☐	☐	☐

Student: Please rate yourself for each item. When completed, return this paper to your teacher.

32

References

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Seta, Nicholas, "Suggestion for Handling Surface Behavior," 1983